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ABSTRACT

Nine abstracts summarize research projects conducted by the Research Committee of the Texas Association of Junior and Community College Instructional Administrators. These research projects were: (1) A Study of Perceived Need Deficiencies of Public Community/Junior College Faculty Members in the State of Texas; (2) Perception of Success of Accountability Systems in Public Community Junior Colleges; (3) The Perceived Effectiveness of Community Services Programming at Texas Public Community Colleges; (4) The Relationship between Instructor Morale and Administrative Climate in Selected Community Colleges; (5) The Relationship between Motivational Characteristics and Achievement in Alternative Instructional Modes in a Community College Introductory Psychology Course; (6) Present and Preferred Personnel Practices Involving Part-Time Instructors at Southwestern Community Junior Colleges; (7) A Report on Curriculum Development by Academic Affairs Officers in Junior/Community Colleges; (8) Use of Instructional Resources by Community Junior College Occupational Instructors; and (9) An Historical Study of Campus Governance, Tenure, and Salaries in Public Two-Year Colleges in Texas. Appended to the report is a list of requests for research information in four areas: faculty, the effective use of resources, student needs, and administrative and philosophical questions. (Author/JP)

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ABSTRACTS FROM THE EIGHTH ANNUAL REPORT TO THE TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS

BY THE RESEARCH COMMITTEE

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JUNE 1979

Texas Association of Junior and Community College Instructional Administrators

JC 790 629

Blue, Monte Lynn. A Study of Perceived Need Deficiencies of Public Community/Junior College Faculty Members in the State of Texas. The University of Houston, May, 1979.

ABSTRACT

Purpose of the Study

This research study concerned itself with the measurement of perceived need deficiencies of public community/junior college faculty members in the State of Texas. The purpose of the study was threefold: first, to determine the perceived deficiencies in psychological need fulfillment of full-time faculty members in Texas public junior colleges; second, to investigate need fulfillment deficiencies of a public junior college faculty and a random sample of Texas public junior college faculties using Maslow's theory of human motivation as a conceptual framework; and third, to determine if there is a statistically significant difference between these faculty perceptions based on four independent variables: age, sex, instructional classification (academic or technical/vocational), and years of teaching experience.

Methods and Procedures

The data for this study were obtained by the administration of a questionnaire. The instrument used, the Perception of Needs Questionnaire, was originally developed by Lyman Porter and was used in an industrial management study. Porter's questionnaire was adapted to fit educational needs by Trusty and Sergiovanni and used at the public school level. The questionnaire is designed to measure perceived needs of faculty members based on a five level taxonomy.

Data were collected from a suburban campus sample and from a random sample of all full-time public community/junior college faculty members in the State of Texas. The suburban campus sample produced an 89 percent response while 59 percent of the state-wide sample responded.

Resulting data were subjected to appropriate statistical techniques in order to assess the findings in terms of their impact upon the intent of the total study. The multivariate analogue to the simple t test, Hotelling's T^2, and a multivariate analogue to analysis of variance (MANOVA) accomplished this end.

Analysis of the Data

Analysis of the data led to the rejection at the .05 level of significance for two of the five hypotheses formulated for this study. Hypothesis One stated that there is no difference in the mean perceived needs of faculty members from Texas public junior colleges as compared with faculty members from a large surburban Texas junior college. Treatment of the data related to Hypothesis One revealed that the null hypothesis was rejected ($p < .05$). The results indicate statistically significant differences on the security, social, and autonomy scales but not on the esteem and self-actualization scales.

Hypothesis Two stated that there is no difference in the mean perceived needs of faculty members in one age group as compared with faculty members in other age groups. The null hypothesis was not rejected ($p < .05$).

Hypothesis Three stated that there is no difference in the mean perceived needs of male faculty members as compared with female faculty members. The null hypothesis was not rejected ($p < .05$).

Hypothesis Four stated that there is no difference in the mean perceived needs of faculty members in one instructional classification (academic) as compared to faculty members in another instructional classification (technical/vocational). Treatment of the data related to Hypothesis Four revealed that the null hypothesis was rejected ($p < .05$). The results indicated statistically significant differences on the esteem, autonomy, and self-actualization scales but not on the security and social scales.

Hypothesis Five stated that there is no difference in the mean perceived needs of faculty members as their years of teaching experience increase. The null hypothesis was not rejected ($p < .05$).

Conclusions

Several conclusions emerged as a consequence of this study. The results of the study dealing with the statewide sample as compared to the large suburban campus sample suggest that findings concerning one group are not necessarily transferable to another group. The implication for local administrators is that a needs analysis must be administered to each individual campus and a program then developed to satisfy specific needs.

There were no significant trends within the age variable. However, larger deficiencies in all areas were reported by the low age group while the high age group reported lower deficiencies.

Although there were no significant trends within the sex variable, the male faculty members reported greater need deficiencies than female faculty members on four of the five scales.

When faculty members are viewed in light of the professional role variable (academic versus technical/vocational), the most significant differences of need deficiencies appear. If one assumes that need deficiencies are a measure of dissatisfaction, one conclusion might be that the technical/vocational faculty member is afforded greater opportunity to achieve satisfaction within his/her professional role. However, another conclusion might be that the technical/vocational faculty member is expecting less.

Although there were no significant trends within the years of experience variable, the high years of experience group indicated greater need deficiencies than did the low or middle group.

Cherry, Marlin Odell. Perception of Success of Accountability Systems in Public Community Junior Colleges. The University of Houston, August, 1978.

ABSTRACT

Instructional programs of higher education are in the process of being re-evaluated because of pressures from the public for more accountability in the educational system. The major challenge of public education in relation to accountability is to analyze and evaluate systematically the effectiveness of instructional systems. Several systems are presently used by educational institutions to facilitate evaluation and accountability, or to measure accomplishment of learning objectives in instructional programs.

In response to the public concern for accountability, many public community junior colleges have been able to implement new systems to measure the accomplishment of the goals and objectives of their instructional programs. This study was undertaken to determine what types of instructional accountability systems were being employed in public junior colleges and to perceive their effectiveness as reported by chief instructional officers. An assessment was to be made if there was a relationship between accountability systems being employed and certain institutional and demographic characteristics.

A questionnaire was developed and adapted to one group of respondents, chief instructional officers of public community junior colleges. The population consisted of 232 public junior colleges that were fully accredited with one of the six regional accrediting associations. The public junior college populations were randomly selected from four groups of 58 each that had been stratified, based on total student head count. Information was received from 175 chief instructional officers.

FINDINGS

Based on responses of chief instructional officers, the major findings were as follows:

1. One-half of the public community junior colleges have various types of instructional accountability systems.

2. Of the 89 public junior colleges responding that their institutions had various types of instructional accountability systems, only one or two percent had systems that were readily identifiable.

3. A total of 32 positive significant tests from a possible total of 366 or nine percent rejected the Null Hypothesis I. Null Hypothesis I stated there would be no significant differences between various types of designated accountability systems and their perceived effectiveness as reported by the chief instructional officer.

4. A total of 16 positive significant tests from a possible total of 305 or five percent rejected Null Hypothesis II. Null Hypothesis II

stated there would be no significant difference between those public junior colleges that employ a system of designated accountability as opposed to those that do not employ such a system.

5. A total of 17 positive significant tests from a possible total of 305 or six percent rejected Null Hypothesis II. This data was from public community colleges that did not have designated accountability systems.

6. Various institutional and demographic characteristics of public junior colleges do not modify differences between those institutions that employ a system of designated accountability as opposed to those that do not employ such a system.

CONCLUSIONS

Based on the findings of this study, the major conclusions are as follows:

1. There were very few public community junior colleges that have implemented designated accountability systems.

2. There were no significant differences between various types of designated accountability systems and their perceived effectiveness as reported by chief instructional officers.

3. There were no significant differences between those public junior colleges that employ a system of designated accountability as opposed to those that do not employ such a system.

4. There were no significant differences between public junior colleges with or without systems of accountability due to institutional and demographic characteristics.

5. Instructional programs were perceived to be ineffective by chief instructional officers.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the major recommendations are as follows:

1. Further investigations to determine the most successful instructional accountability systems now being used.

2. Further research and documentation to guide chief instructional officers in assessment and perception of effective and efficient methods for excellence in teaching.

3. Further investigation to determine the cost, time, and staffing required in implementing a system of data gathering for the purpose of auditing, monitoring, and evaluating instructional programs in relation to teaching and cost effectiveness.

Cook, James, J., Ed.D. The Perceived Effectiveness of Community Services Programming at Texas Public Community Colleges. Texas Tech University, May, 1978.

ABSTRACT

Purpose: The purposes of this study were: (1) to inventory the effectiveness of community services programming in Texas public community colleges as perceived by the directors of those programs; (2) to determine which of eight selected institutional characteristics affected the perceived effectiveness; and (3) to determine which of three selected individual characteristics affected the perceived effectiveness.

Procedure: This study followed a descriptive and an ex-post facto research design. A review of the relevant literature on community services suggested that there were five primary categories of community service programs: clientele, facilities, services, delivery techniques, and administrative actions. A quesionnaire was developed which would obtain information on how effectively Texas public community colleges were performing in each of these categories as perceived by the director of community service programs at each institution. Within each category a list of illustrative items gleaned from the literature on community services was included. The questionnaire respondents were asked to indicate how effectively--well, moderately or poorly--they perceived their institution to be performing in the five categories. Data concerning individual characteristics of the community service directors was obtained with the use of the questionnaire. Data regarding selected institutional characteristics were obtained from a reliable source. These selected individual and institutional characteristics served as independent variables in the study.

Analysis of the Data: Eighty-five percent of the questionnaires mailed to the Texas public community colleges were returned with useable data. The responses of the quesionnaire respondents and the selected independent variables were coded and subjected to statistical analysis. The appropriate test for statistical significance for the non-parametric data obtained by this research was the chi-square technique, testing for independence.

Major Findings and Recommendations

1. More women should be considered and selected for the position of community service director at public community colleges in the State of Texas. Though this research presents no evidence that women could direct community services more effectively than men , it does indicate that they are not presently being afforded an equal opportunity to exhibit their competencies in the community service field. This conclusion is supported in that only five of the forty-six study participants were female.

2. Since the number of years experience directing community service programs significantly affected the responses on but two items in the questionnaire, college administrators charged with the hiring of a community service director should perhaps de-emphasize concerns about how much experience an individual has had in the community service field.

3. Though community service directors who are assigned more that 80 percent of their time for the direction of such services more often perceive four items on the questionnaire of this study to be very effectively provided, the absence of additional relationships between the percentage of time devoted to community service direction and the many other questionnaire items indicates that those colleges currently functioning without a full-time community service director should continue to do so.

4. Since children aged one to twelve, youth aged thirteen to eighteen, and the physically, economically, or otherwise disadvantaged were perceived to be least effectively served by community service programs, it is recommended that greater efforts be made by these colleges to determine how their resources can effectively assist community groups and agencies which are currently attempting to serve these clientele.

5. Given the responses on item (15), a swimming pool, in which 72 percent of the institutions with such a facility perceived it to be well utilized, it would appear that where finances permit, more community colleges should consider adding a swimming facility to their physical plant; 56.5 percent of the institutions participating in this study did not have a swimming facility.

6. Because the successful functioning of a democracy rests heavily upon a politically enlightened electorate, and because so many institutions indicated that programs and courses in the areas of politics and government were poorly provided or not provided at all, the state's community colleges are urged to consider the provision of non-credit educational experiences which will aid in making their local populations more politically aware.

7. The high percentages of responses in the Do Not Use category on item (34), public television, and item (35), campus-operated television/radio, suggest that more colleges should investigate the utility of such media for community service programming if such investigations have not already been undertaken.

Harris, Wayne Meredith, II, Ed.D. The Relationship Between Instructor Morale and Administrative Climate in Selected Community Colleges. East Texas State University, 1978.

ABSTRACT

Purpose of the Study: The major purpose of this study was to determine whether there is a significant correlation between instructor morale and administrative climate in selected community colleges, according to responses to the Purdue Teacher Opinionaire (as revised by Cooper, 1973) and the Administrative Climate Questionnaire (designed for this study). An additional purpose was the inspection of the relationship of these two variables according to the age, sex, level of education, salary level, and length of service of the subjects.

Procedure: An analysis was made of the data obtained by administering the Purdue Teacher Opinionaire and the Administrative Climate Questionnaire to 108 randomly selected full-time instructors at six public community colleges. The Pearson product-moment correlation coefficient was used to test Hypotheses One through Three and Six through Eleven, and the point biserial correlation coefficient was used to test Hypotheses Four and Five. Each null hypothesis was rejected when the correlation coefficient exceeded the alpha level of .05.

Findings:

1. The correlation between instructor morale scores and administrative climate scores was positive and statistically significant beyond the .01 level.

2. The correlation between instructor morale scores and the age of respondents was positive and statistically significant beyond the .05 level.

3. The correlation between administrative climate scores and the age of respondents was positive but was not statistically significant.

4. The correlation between instructor morale scores and sex was negative and statistically significant beyond the .01 level. Female subjects tended to score higher than males on morale.

5. The correlation between administrative climate scores and sex was negative but was not statistically significant.

6. The correlation between instructor morale scores and level of education of respondents was negative but not statistically significant.

7. The correlation between administrative climate scores and the level of education of respondents was negative and statistically significant beyond the .05 level.

8. The correlation between instructor morale scores and the salary level of respondents was negative but was not statistically significant.

9. The correlation between administrative climate scores and the salary level of respondents was negative but was not statistically significant.

10. The correlation between instructor morale scores and the length of service of respondents was positive but was not statistically significant.

11. The correlation between administrative climate scores and the length of service of respondents was negative but was not statistically significant.

Conclusions:

1. Full-time community college instructors' morale is strongly related to their perceptions of the administrative climate in which they work. School leaders can significantly affect instructor morale by creating either a supportive or an exploitive administrative climate in their schools.

2. As full-time instructors in community colleges increase in age, their morale tends to become more positive.

3. Full-time community college instructors who are female have significantly higher morale than do their male counterparts.

4. The more education a full-time community college instructor has, the more he will perceive the administrative climate to be exploitive.

5. Although salary does not appear to be related to overall morale, a subtest score indicated that as the salary level increases, instructors tend to become less satisfied with their immediate supervisor.

6. Length of service in the present institution does not produce a significant correlation between either morale or administrative climate.

Hegar, Alylene. The Relationship between Motivational Characteristics and Achievement in Alternative Instructional Modes in a Community College Introductory Psychology Course. Doctor of Education (Higher Education) 142 pp., 18 tables, bibliography, 114 titles. North Texas State University, May, 1978.

ABSTRACT

This study used a correlational (prediction-type) design to examine the relationship between four student motivational characteristics and final course grades in an introductory psychology course. Two different methods of instruction were investigated (open-circuit television and on-campus traditional).

The purposes were (1) to examine the relationship of four motivational characteristics, as measured by the Merritt College Motivational Inventory (MCMI), to final introductory psychology grades in the two methods of instruction, and (2) to determine the usefulness of the MCMI as a tool for guiding students into open-circuit television and on-campus traditional introductory psychology courses. The following research questions were formulated:

(1) Can a prediction model using four motivational scales (Intrinsic, Self-Enhancement, Person-Orientation, and Goal-Deficiency as measured by the MCMI) be developed which will adequately predict achievement in open-circuit television and on-campus traditional introductory psychology courses?

(2) Can a prediction model using three of less of the four MCMI scales be developed which will adequately predict achievement in open-circuit television and on-campus traditional introductory psychology courses?

(3) Of the four MCMI scales, which one or combination will be applicable in counseling students into open-circuit television and on-campus traditional introductory psychology courses?

Four hypotheses were developed to statistically test the research questions.

(1) The R^2 associated with the Full Model will be significantly greater than the R^2 associated with the Zero Model in predicting achievement of students in an open-circuit television introductory psychology course.

(2) The R^2 associated with the Full Model will be significantly greater than the R^2 associated with the Zero Model in predicting achievement of students in an on-campus traditional introductory psychology course.

(3) For the open-circuit television group, there exists a Restricted Model such that the R^2 of the Restricted Model is significantly greater than the R^2 of the Zero Model and is not significantly different from the R^2 of the Full Model in predicting achievement.

(4) For the on-campus traditional group, there exists a Restricted Model such that the R^2 of the Restricted Model is significantly greater than the R^2 of the Zero Model and is not significantly different from the R^2 of the Full Model in predicting achievement.

The sample consisted of 112 students from five sections of on-campus traditional introductory psychology and fifty-nine students from the open-circuit television course at Eastfield College of the Dallas County Community College District, Dallas, Texas. The MCMI was used to measure the four motivational characteristics (predictor variables). The final course grade of each student in the study was the criterion variable. At the end of the semester, when final course grades were collected, all data were analyzed using a Multiple Linear Regression program.

All four hypotheses were confirmed. However, the four motivational characteristics as measured by the MCMI may not adequately predict achievement for the on-campus or telecourse students. The prediction efficiency of the Full and Restricted Models for both groups left significant proportions (81.41 percent or more) in final introductory psychology course grades unaccounted for. With the high percentage of final grades unaccounted for, it appears that the efficiency of the MCMI scales is too low for valid use in predicting final grades in the introductory psychology course and is therefore not useable as an exclusive tool in guiding students into the open-circuit television and on-campus traditional psychology courses.

Hoffman, John Raymond, Ed.D. Present and Preferred Personnel Practices Involving Part-Time Instructors at Southwestern Community-Junior Colleges. East Texas State University, 1978.

ABSTRACT

Purpose of the Study: The major purpose of the study was to determine if significant differences existed between present and preferred personnel practices involving part-time instructors at Southwestern community-junior colleges. Another purpose of the study was to determine if significant differences existed between present and preferred part-time instructor personnel practices on the basis of the size of the institutions.

Procedure: The sample population of the study was drawn from a list of public community-junior colleges found in the 1977 Community, Junior, and Technical College Directory. In April, 1978, a personal letter explaining the purpose of the study and a questionnaire with instructions for completing it, along with a self-addressed envelope, were mailed to eighty-seven extended day directors.

The questionnaire items were validated by a panel of community-junior college educators. The questionnaire was adapted from a similar instrument developed by Heinberg (1966) and was composed of five information areas: Recruitment, Selection, Orientation, Supervision, and Evaluation. Within each section, the respondent was required to select the appropriate response which, through the utilization of five-point scale, ranged from a very high degree to does not exist.

The data accumulated through the use of the questionnaire were processed by the use of the Control Data Corporation (CDC) Omega 480 Computer. The statistical procedures used to treat the data were the t statistic for correlated samples to test for significance between present and preferred personnel practices and the one-way analysis of variance to test for significance between present and preferred personnel practices on the basis of the size of the institutions. The .05 level of significance was used to accept or reject the null hypothesis.

Findings: The findings of this study revealed that there were significant differences between present and preferred personnel practices involving part-time instructors at Southwestern community-junior colleges. Furthermore, significant differences existed between present and preferred part-time instructor personnel practices on the basis of institutional size.

Conclusions: The results of this study, based upon the perceptions of extended day directors at public community-junior colleges in the Southwestern United States, provided a basis for several conclusions. These conclusions are as follows:

1. Considerable variation was found among colleges in the title of the person designated as extended day director.

2. A majority of the personnel practices presented in each category of the data-gathering instrument did exist to some extent at the participating institutions.

3. Extended day directors indicated a preference for a higher level of utilization of existing practices in the areas of recruitment, selection, orientation, supervision, and evaluation.

4. Significant differences were found among institutions of various sizes with regard to actual versus ideal practices in the areas of selection, orientation, supervision, and evaluation.

5. Recruitment practices showed fewer differences and less need for improvement than any of the other aspects of personnel management under investigation.

6. Sufficient evidences of quality of teaching have not been gathered for prospective part-time instructors.

7. Orientation to community college philosophy and student characteristics has not been adequately provided.

8. Extended day directors recognized the existence of an acute need to provide office space for part-time instructors.

9. Minimal utilization of recommended supervisory practices was reported.

10. Evaluation of part-time instructors has not been conducted either systematically or frequently.

11. Part-time instructors have not had sufficient opportunities for evaluation of their supervisors and higher level administrators.

Johnson, Glenn Ross. Academic Affairs Officers in Junior/Community Colleges Report on Curriculum Development. Texas A & M University, May, 1979.

ABSTRACT

In this study, the College Academic Affairs Officer was defined as follows: The Academic Affairs Officer is the highest administrative officer for the college with the responsibility for coordinating the planning, developing, implementing, and evaluating of all academic programs; responsible for the general supervision of the instructional program; perceives and comprehends the existing curriculum; has the authority and power to initiate curriculum development and revision efforts at the college.

Procedures

A random sample of two-year colleges were selected from the National Beta Club's College Facts Chart 77-78. Each received one copy of the survey instrument. All Texas two-year colleges were also surveyed with the same instrument. One hundred and eighty-four of the national sample responded while forty of the Texas colleges answered the questions.

Thirty-two curriculum related items were worded in question format; and, each question was followed by a set of five descriptions from which the respondent would mark the one expressing best his/her perception of the present condition; for example;

10. From your own experience in the junior/community college settings, to what extent has an experimental testing of small units of curriculum been used in junior/community colleges to assist in resolving problems of scope and sequence?

____not at all
____hardly at all
____a little bit
____more than a little bit
____to a great extent

The above format allowed me to apply a numbering system to the Likert scale responses when I received them; i.e., 1 = not a all, 2 = hardly at all, 3 = a little bit, 4 = more than a little bit, 5 = to a great extent.

The data were run through the computer using the DISTAT program (Distribution Statistics and Standard Scoring) which identified, on a printout, the variable (item), frequency and percentage for each of the five Likert scale numbers, and the mean for each of the thirty-two curriculum related items.

One hundred and eighty-four colleges responded to the national survey while forty of the Texas colleges responded. At the national level, forty-eight percent of the Academic Affairs Officers carried the title of Academic Dean. Sixteen percent were Vice-President for Academic Affairs. The remaining thirty-six percent had titles other than the two identified above.

Concluding Statement

The State-of-the-Art in junior/community college curriculum development, as viewed by the highest administrative officer responsible for curriculum development and the instructional program, has some stable areas and some very weak areas.

The junior/community colleges appear to be responding to technological advancement and the vocational needs of adults. They also enjoy good public relations, an important factor that must be maintained. They recognize the importance that motivation plays in learning.

On the vulnerable side, junior/community colleges lack a conceptual framework for curriculum efforts--a basic set of principles to serve as a foundation for curriculum thrusts--a series of propositions which can be used in answering some of the questions which accompany curriculum efforts.

There is an apparent lack of needs assessments and evaluation techniques tied to a comprehensive and articulated set of objectives.

Efforts haven't been strong enough to capitalize on basic understandings from the behavioral and social sciences. Very little has been done to help students work with multi-cultural problems.

Although recognizing the role of motivation, faculty haven't received assistance (human and financial) to cope with diverse differences among students. Higher cognitive processes, critical thinking processes, and student fears have been, for the most part, ignored.

One of the most critical findings was the failure to pilot test curriculum units prior to full implementation.

Analysis of Variance

The State-of-the-Art in curriculum development in Texas was compared to the State-of-the-Art in curriculum development at the national level (ANOVAR). Analysis revealed significant differences (.05 level) between the Texas and national samples on only five variables:

Texas showed more use of a theoretical framework in curriculum development.

Texas revealed a greater use of new concepts and facts from the behavioral sciences.

The national sample had encountered more hostility and criticism from state legislators and governors.

The Texas respondents used more of the 'lecture' approach in classroom teaching.

The Texas respondents indicated that faculty made a greater attempt to diagnose gaps in achievement (weaknesses) for each group of students they were teaching.

Lolly, John L. Use of Instructional Resources by Community Junior College Occupational Instructors. Doctor of Philosophy (Library Science), 217 pp., 65 tables, bibliography, 92 titles. North Texas State University, December, 1977.

ABSTRACT

The purpose of this study was to develop information and understanding concerning the use of instructional resources, including library materials, by community junior college vocational-technical instructors.

The study sought to determine whether the kinds and amounts of instructional resources used by vocational-technical instructors in their courses were related to their: (a) level of formal education, (b) number of courses in Higher Education completed, (c) years of teaching experience, and (d) teaching status (full- or part-time). Further, the study sought to determine whether the attitudes toward use or non-use of the library were related to such instructor characteristics.

Data for this study were obtained through the use of three self-reporting survey questionnaires designed by the researcher.

The first questionnaire contained a check list of twenty-one kinds of instructional resources identified as widely used by vocational-technical instructors. Respondents to the questionnaire indicated the number of courses which each kind of resource was used on a scale ranging from "none of my courses" to "six courses." The questionnaire also contained eighteen statements designed to determine the amount of use of library printed materials only.

A second questionnaire, which was completed by respondents identified as library users, contained eleven attitudinal statements which reflected their reasons for using the library.

A third questionnaire, which was completed by respondents identified as non-library users, contained twelve attitudinal statements which reflected their reasons for not using the library.

The full- and part-time vocational-technical instructors of Tarrant County Junior College, South Campus, who held teaching assignments during the investigation period, constituted the population of the study.

The questionnaires were administered during the spring semester of 1976. Analyses were made of the kinds and amounts of instructional resources used, according to the classifications of instructors, and the attitudinal factors associated with the use and non-use of the library according to the classifications of instructors.

The analyses of the data revealed that vocational-technical instructors at Tarrant County Junior College utilized a wide variety of instructional resources in their courses. Instructional resources used in at least 50 percent of vocational-technical courses were: audio-visual materials, 88 percent;

departmental books, 73 percent; personally owned books, 72 percent; manufacturers' literature other than service manuals, 63 percent; information from notes of previously taken courses, 63 percent; departmentally prepared syllabi, 58 percent; personally owned journals 56 percent; self-prepared syllabi 53 percent; manufacturers' service manuals 52 percent; and association publications, 50 percent.

Library owned printed materials were used as instructional resources considerably less than personal or departmental printed materials. Less than one-third of the instructors required library assignments in their courses and less than one-third figured library assignments in their final grades. The reason most cited by non-library users, 88 percent, was "my courses predominately involve skill development, materials must be readily accessible to the classroom, laboratory or shop."

Additional analyses of the data revealed little relationship between the use of instructional resources and instructor characteristics cited in this study. There was also little relationship between instructor attitudes toward use or non-use of the library and such characteristics.

Taliaferro, William. A Historical Study of Campus Governance, Tenure and Salaries in Public Two-Year Colleges in Texas. The University of Houston, May, 1979.

ABSTRACT

The purposes of this study were: (1) to analyze the history of campus governance, tenure, and salaries at two-year public colleges in Texas; (2) and to study relevant developments and parallel events in public community colleges in other states in order to derive implications for Texas.

An examination of the literature revealed that campus governance, tenure, and salaries are those issues that concern community college teachers the most. These issues have stimulated faculty bargaining and an increasingly favorable faculty attitude toward collective negotiations.

The results of this study are presented in six chapters. These chapters trace the development of church affiliated private junior colleges, the establishment of public junior colleges prior to legal recognition by the Texas State Legislature in 1929 and the development and growth of public community junior colleges in Texas between 1922 and 1978. A summary of this study and recommendations for public community college boards and administrators in Texas is presented in a seventh chapter.

Data for the study was obtained from institutional records, records of state agencies, laws enacted by the Texas Legislature, court decisions pertaining to the leaders of the community college movement--both past and present, related doctoral and master's studies, letters and correspondence, professional journals, newspapers, personal visits to institutions, self-studies by individual institutions, and a review of the literature.

The most significant findings of this study were:

1. Governance is exploitive authoritative with no confidence or trust in subordinates in twenty-five percent of the colleges. The other seventy-five percent range from benevolent authoritative with management condescending confidence and trust in subordinates, to participative group, where management has complete confidence and trust in subordinates.

2. Tenure policies are found in most community college districts. Tenure policies are based on the Coordinating Board's Policy Paper I, which sets forth a course of professional proceedings recognized as due process. Policy Paper I recommends tenure for faculty members by the seventh year of employment.

3. Salaries have increased but have not kept pace with inflation. The average salary for Texas public community college teachers' provided eighteen percent less buying power in 1978 than in 1967.

This writer has provided ten recommendations to public community college boards and college administrators as alternatives to collective bargaining. These recommendations support the conclusions that collective bargaining in Texas can be avoided if lines of communication are kept open between faculty and administrators of public community junior colleges. Confrontation could be avoided and viable alternatives to collective bargaining could be introduced.

Recommendations

1. Administrators of community colleges should abandon autocratic control in favor of participative governance.

2. Community college governing policies should permit faculty members to have strong influence, and sometimes outright control, over tenure, allocation of salary funds, curriculum, academic standards, admission requirements and other areas of policy.

3. Presidents should retain the power to recommend policies and representatives of faculty organizations should attend all board meetings to present alternative policy recommendations when faculty members disagree with presidential recommendations.

4. Administrations and boards of trustees should adopt tenure policies that bestow tenure automatically upon recommendation of the president and faculty any time after one year of employment but no later than the beginning of the fourth year of employment.

5. A tenure policy should recognize that a faculty member has a property right which entitles the faculty member to be informed of the reasons for nonretention and the privilege of having a hearing to challenge the sufficiency of these reasons. Notice of intention not to appoint a non-tenured faculty member should be given in writing a minimum of ninety days prior to the expiration date of the faculty members' contract.

6. A non-tenured faculty member should be given an opportunity to have a hearing upon notice of nonretention if such a hearing is requested in writing.

7. Salaries should be competitive with those of other occupations in the same geographical location and cost of living increases should be added into salary schedules.

8. Equity in compensation for equal work by either sex should be ensured and increased pay should not be contingent only on increased work loads.

9. Salary schedules should be published and the salary of each faculty and staff member and administrator should be displayed in a public place on campus.

10. At the beginning of each autumn semester, a workshop should be devoted to briefing faculty members about the annual budget. An explanation of sources of income should be provided.

APPENDIX

Requests from Community and Junior College Instructional Leaders in Texas during the Summer of 1978

Twenty-five cards were eventually returned on which thirty-two requests were made for research information. No one item was mentioned more than three times. Approximately fifty percent of the requests dealt primarily with factors related to the faculty. The other requests were fairly evenly distributed among four other categories.

I. Concerns Related to the Faculty in the Community Colleges

1. What implications does the new mandatory retirement law have for academic administrators?

2. What is the attitude of academic deans toward granting tenure in Texas Community Colleges?

3. What procedures are fruitful in recruiting members of ethnic minorities for faculty and staff positions?

4. What is the appropriate role for the faculty in advising students? How can it be effectively implemented? Should it be integrated with the counseling and guidance program?

5. What is the appropriate use of part-time faculty? What is maximum percentage a college should use? How much effort should be expended for development and in-service work for part-time faculty?

6. What are the projected (short- and long-term needs for faculty in the various instructional areas in Texas Community Colleges? Is the available and projected supply available to adequately meet these needs?

7. What kinds of workshops are being conducted by Texas Community Colleges? Describe the content, duration, types of presenters, and the success attained so far as goals, frequency, participant satisfaction, participant involvement, and numbers of full- and part-time faculty are concerned.

8. What evaluation procedures of faculty have been developed by academic instructional officers?

9. How can one determine an appropriate faculty work load for Fine Arts?

10. What power and influence do faculty organizations have on administrative decisions?

11. What kinds of reward systems are used by institutions of higher education in Texas?

12. Are there examples of successful orientation programs for part-time faculty members teaching credit courses?

13. Conduct an extensive study of salary scale for part-time faculty.

II. Concerns Related to Effective Use of Resources in Community Colleges

1. After years of continuous growth, how well have community colleges planned for retrenchment policies which are likely to become widespread in the fall, 1980?

2. What are the long-range implications of the practice of out-of-state colleges offering courses on and off military bases in Texas? How widespread is the practice?

3. What can be done to get the legislature to provide a contingency allocation for enrollment growth by Texas Community Colleges?

4. How can faculty be encouraged to make more effective use of print and non-print media?

5. How are instructional resources allocated within Texas Junior Colleges? Do the allocation processes effectively support the goals of the colleges? Are there ways in which the effectiveness or efficiency of the allocation processes can be improved?

III. Concerns Related to the Student Body in the Community College

1. What are the colleges in Texas doing about granting credit for non-traditional learning experiences?

2. What is the correlation of reading level and success of Spanish speaking students in social science and science college transfer courses?

3. Has an extensive study been carried out on student attrition in Texas junior colleges?

4. What studies have been completed that deal with the income differential of those who have taken community college courses? A study with matched sample control groups could be made where the additional variables of sex, ethnic background, and type of program are examined.

IV. Concerns Related to Administrative and Philosophical Questions in Texas Community Colleges

1. What role does the evening school administrator play in regard to administration of instruction?

2. What patterns of organization and administration have evolved in Texas with regard to continuing education and community service?

3. What is the magnitude and pattern of use of college buildings and facilities by community groups and individuals in Texas?

4. What is the status of the community college in higher education in Texas and USA?

5. What is the status of women recruitment in junior college education?

6. What problems are women encountering in moving up leadership ladders in community college education?

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